

Geography Medium Term Plan

Autumn Term



Geography Intent Statement

Our ambitious Geography curriculum is designed to ignite a lifelong curiosity about the world and its people. Deeply rooted in our unique local identity, learning begins with the immediate surroundings of Ripon and North Yorkshire. By exploring our local landscapes, heritage, and communities, children build a secure sense of place, which they use as a lens to reflect on, compare, and contrast with diverse environments further afield across a variety of scales.

We empower pupils to think and act as true geographers. Through high-quality, hands-on fieldwork and data collection, children actively investigate their surroundings, learning to interpret complex data and unpick real-world variables.

Inclusion is at the heart of our vision; we celebrate difference and foster a deep understanding of diverse cultures and perspectives. We aim to nurture engaged, active citizens of the planet. By developing a keen awareness of critical local and global issues, such as sustainability and climate change, our children are inspired to ask big questions, challenge assumptions, and champion a sustainable future as empathetic global citizens.

Reception

Coming Soon

Lesson	1	2	3	4	5	6	7	8	9	10	11	12
Objective												
Prior knowledge												
Taught Vocabulary												
Outdoor Learning												
NC												

Year 1 Geography Autumn Term

	What is it like here?					
Lesson	1	2	3	4	5	6
Key Question	Where in the world are we?	What can we see in our classroom?	What can we find in our school grounds?	Where are the different places in our school?	How do we feel about our playground?	Can we make our playground even better?
Objective	To locate the school on an aerial photograph.	To create a map of the classroom.	To locate key features of the playground.	To draw a simple map.	To investigate how we feel about our playground.	To create a design to improve our playground.
Children Should	Know that aerial means from above. Know that objects look different from an aerial view. Know the name of the country I live in. Know the name of the village/town/city I live in. Identify three features of my local area on an aerial photograph. Locate the country I live in on a map.	Know a map is a picture of a place from above. Know that we can use a map to find out information about a place. Represent four classroom features using objects to create a messy map. Begin to use directional language to describe the location of features.	Identify four features in the school grounds. Use a simple map to identify these features. Begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location.	Draw three features on a map. Use simple shapes or symbols. Use directional language to describe the location of features.	Explain how I feel about three areas of the playground. Complete a questionnaire to express my opinion. Summarise the results of a survey.	Draw a design to improve three areas of the playground. Use the results from the survey to think of ideas for my design.
Prior knowledge	Where do you live? Where is our school? What is a map? What is Geography?	What is an aerial view?	What does a map do/ have? What is an aerial view?	Why do we draw an N on our maps? Which view do we look at a map from? What is a symbol?	What is a symbol? What does the N mean on our maps? Why do we use aerial view?	How do you feel about your playground after last week? What is Geography?
Taught Vocabulary	aerial photograph, aerial view, city, country, land, location,, town, village	Country, distance, features, map, place, symbol	features, key, locate, map, north, symbol	Features, key, map, north, symbol	map survey questionnaire	improve map questionnaire survey
Contextual / Outdoor Learning			Fieldwork Lesson – preparation required	Fieldwork (school grounds)		
NC	Use basic geographical language to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork Pupils should be taught to: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.					

Year 2 Geography Autumn Term

	Would you prefer to live in a hot or cold place?					
Lesson	1	2	3	4	5	6
Key Question	Where are the continents?	Where are the coldest places on Earth?	Where is the Equator?	What is life like in a hot place?	Do we live in a hot or cold place?	Would you prefer to live in a hot or cold place?
Objective	To name and locate the seven continents.	To locate the North and South Poles.	To locate the Equator on a world map.	To compare the UK and South Sudan.	To investigate local weather conditions.	To identify key features of hot and cold places.
Children Should	Name the seven continents. Know that a continent is a large area of land. Locate the seven continents on a world map.	Locate the North Pole on a world map. Locate the South Pole on a world map. Identify some of the physical features of the poles.	Know the Equator is an imaginary line around the middle of the Earth. Identify two countries located on the Equator. Know some of the features found on the Equator.	Locate Kenya on a world map. Describe some human and physical features of the region. Describe some key similarities and differences between the UK and Kenya.	Measure and record local weather conditions. Know that 'weather' means short-term conditions and 'climate' means long-term conditions. Recognise different types of climate on a world map.	Recognise three features of a hot place and three features of a cold place. Locate one hot country and one cold country on a world map. Know why some countries are hotter or colder than others.
Prior knowledge	What is a map? How do we read a map? What is a human feature?	What is weather? What are the 7 continents? Can you locate them on a map?	Where are the North/South poles? What is the weather like there? What are the 7 continents?	Where is the Equator? What are the 7 continents? Where are the North/South Poles	How is the UK different to South Sudan? Where is the Equator? What are the 7 continents? Where are the North/South Poles	What is the climate like here? How is the UK different to South Sudan? Where is the Equator? What are the 7 continents? Where are the North/South Poles
Taught Vocabulary	Continent, country, locate, land, sea, ocean, globe	Climate, compass, continent, desert, iceberg, location, ocean, pack ice weather	Continent, ocean Desert, rainforest, climate, Equator	Human/physical feature Savannah, vegetation, grasslands, urban, rural, arid	Climate, temperate, tropical, polar, mild rain gauge, thermometer, temperature	Climate, tropical, temperate, pack ice, ice sheet, arid, land, desert, savannah, vegetation, grasslands
Contextual /				Holy Trinity sponsors a school in South Sudan.	Fieldwork Lesson	
NC	Name and locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					

Year 3 Geography Autumn Term

	Why do people live near volcano and earthquake zones?					
Lesson	1	2	3	4	5	6
Key Question	How is the Earth constructed?	Where are mountains found?	Why and where do we get volcanoes?	What are the effects of a volcanic eruption?	What are earthquakes and where do we get them?	Where have the rocks around school come from?
Objective	To name and describe the layers of the Earth.	To explain how and where mountains are formed.	To explain why volcanoes happen and where they occur.	To recognise the negative and positive effects of living near a volcano.	To explain what earthquakes are and where they occur.	To observe and record the location of rocks around the school grounds and discuss findings.
Children Should	Name and order the four layers of the Earth. State a fact about each layer of the Earth. Know what a tectonic plate is.	Explain that a mountain is formed by tectonic plates. Know that most mountains are found on or near plate boundaries. Name a mountain range and state which continent it is in.	Explain how volcanoes form and describe their features. Describe where to find volcanoes globally. List the three ways volcanoes can be classified.	Describe the negative and positive effects of living near a volcano. Summarise why people live near volcanoes.	State what an earthquake is. Describe where earthquakes happen. Describe the negative effects of earthquakes.	Observe different rocks and record them digitally. Use a symbol on a map to show where I found the rocks. Identify the types of rocks and discuss where they have come from.
Prior knowledge	What is a human/ physical feature? What is a continent? What are they called? How many are there? What are the 5 oceans called?	What are the layers of the Earth called? In which order do they come? What is a tectonic plate?	What is a tectonic plate? How is a mountain range formed?	How can a volcano be formed? Where are volcanoes formed?	What are the positive/ negative effects of a volcanic eruption?	What is an earthquake? What causes an earthquake? Are we likely to experience an earthquake?
Taught Vocabulary	inner core, outer core, crust, magma, tectonic plate	tectonic plate, plate boundary, volcanic mountain, atlas	magma chamber, vent, active/ dormant/ extinct volcano	fertile soil, geothermal energy, volcanic springs	Earthquake, tsunami, fault line, epicentre	natural rock, man-made rock, igneous rock, sedimentary rock metamorphic rock
Contextual / Outdoor						Fieldwork (school grounds)
NC	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					

Year 4 Geography Autumn Term

	Why are rainforests important to us?					
Lesson	1	2	3	4	5	6
Key Question	Where in the world are tropical rainforests?	What is the Amazon rainforest like?	Who lives in the rainforest?	How are rainforests changing?	How is our local woodland used? (Data collection)	How is our local woodland used? (Findings)
Objective	To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	To describe the characteristics of each layer of a tropical rainforest.	To understand the lives of indigenous peoples living in the Amazon rainforest.	To describe why tropical rainforests are important and understand the threats to the Amazon.	To understand how local woodland is used using a variety of data collection methods.	To analyse and present findings on how local woodland is used.
Children Should	Describe a biome and give some examples. Use an atlas to find the location of the Amazon rainforest. Use photographs and maps to list some features of the Amazon rainforest.	Name the four layers of a tropical rainforest. Describe the characteristics of each layer. Describe how vegetation has adapted to living in a rainforest.	Define the word indigenous. Give examples of how indigenous peoples use the Amazon's resources. Begin to discuss how the Amazon rainforest changes over time.	List why tropical rainforests are important. Describe how humans harm the Amazon rainforest. Discuss what we can do to make positive environmental changes to the Amazon rainforest.	Assess and avoid risks when out of the school grounds. Collect data through sketching, questioning and recording information on a tally chart. Map the route I am taking.	Draw a bar chart representing how people use the woodland. Summarise how often and when people visit the woodland. Discuss what people like and would change about the woodland.
Prior knowledge	What is it like in Antarctica? Are climates the same in every place? What are the 7 continents?	Which continent is the Amazon in? Which other continents have rainforests?	Why do some people live near volcanoes? What is it like to live in Shanghai? Why do we live here?	Who lives in the rainforest? What is it like there? How is it different to other places we have studied?	Who lives in the rainforest? What is it like there? How is it different to other places we have studied? How is it changing?	What did we find out about our local woodland last lesson?
Taught Vocabulary	Biome, equator, lines of latitude, Tropic of Cancer, Tropic of Capricorn	Emergent layer, Canopy layer, understorey layer forest floor, vegetation	Community, deforestation, indigenous peoples	Drought, global warming, greenhouse gas, logging, mining	Data, enquiry, method, questionnaire, risk, route	Analyse, interpret, present, quote, summarise
Contextual / Outdoor					Fieldwork lesson at Hell Wath	
NC	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.' Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water.' Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					

Year 5 Geography Autumn Term

	What is life like in the Alps?					
Lesson	1	2	3	4	5	6
Key Question	Where are the Alps?	What is it like in the Alps? (Tablets needed)	Why do people visit the Alps?	What is there to do in our local area?	How are the Alps different from our local area?	What is life like in the Alps?
Objective	To locate the Alps on a map.	To locate the key physical and human characteristics of the Alps.	To describe the physical and human features of an Alpine region.	To investigate what there is to do in the local area using data collection.	To understand similarities and differences between the local area and an Alpine area.	To understand the human and physical geography of the Alps.
Children Should	Locate and label the seven continents. Locate the Alps on a world map. Locate the Alps on a map of Europe. Locate the eight countries that the Alps are in.	Locate the countries that the Alps spread through. Locate some of the key physical features of the Alps. Locate some of the key human features of the Alps. Use an atlas to locate and describe features.	Research the human and physical geography of an Alpine region. Identify the region's climate zone, biome and vegetation. Describe land use in the region.	Use an OS map to recognise key physical and human features in the local area. Draw symbols to map recreational land use in the local area. Say how I would like to improve the things to do in the local area.	Compare the human geography of the local area with an Alpine area. Compare the physical geography of the local area with an Alpine area. Identify similarities and differences between the two areas.	Describe two key aspects of the Alps' human geography. Describe two key aspects of the Alps' physical geography. Use geographical vocabulary when describing the geography of a place.
Prior knowledge	What's it like to live near a volcano/ rainforest/ Ripon? How are mountains formed? What are the 7 continents?	What is a human/ physical feature? Where are the Alps?	What is it like in the Alps? Describe human/ physical features in the Alps?	Why do people visit the Alps? What is a tourist? What is the climate like in the Alps?	What can you do in our local area? Why do tourists come to Ripon? Why do people visit the Alps?	How are the Alps different to Ripon? How are mountains formed?
Taught Vocabulary	mountain range, longitude, latitude, hemisphere	Climate, land height, sea level, glacier, mountain climate, temperate forest, temperate, coniferous trees deciduous trees	Scale, vegetation population, leisure tourist/ tourism temperate deciduous forest temperate / mountain climate	recreational land use, OS map, questionnaire, enquiry, data	Population, leisure, temperate deciduous forest, temperate mountain climate	Tourist, tourism, leisure, climate, human feature, physical feature
Contextual / Outdoor				Fieldwork (local area)		
NC	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water'. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'.					

Year 6 Geography Autumn Term

	Why does population change?					
Lesson	1	2	3	4	5	6
Key Question	How is the global population changing?	What are birth and death rates?	Why do people migrate?	How is climate change impacting the population?	How is population impacting our environment? (Data collection)	How is population impacting our environment?: Findings
Objective	To understand the change and distribution of the global population.	To define birth and death rates and describe why they change.	To recognise the push and pull factors influencing migration.	To begin to understand the impact climate change can have on the global population.	To collect data showing how population impacts the amount of traffic and litter in an area.	To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.
Children Should	Define global population distribution. Describe how and why the global population has changed. Begin to explain why people may choose to live in a particular environment.	Define birth rate and death rate. Describe what influences birth and death rates. Identify the natural increase of a population on a graph.	Define migration. Describe push and pull factors. Explain why some migration is involuntary.	Give reasons why climate change is happening. Describe the impact of climate change on the population. Suggest ways to fight climate change at a local level.	Follow a pre-prepared route on an OS map. Use a range of data collection methods. Collect both quantitative and qualitative data.	Use digital technologies to map data collected. Analyse and compare two different data sets. Suggest improvements in response to conclusions drawn.
Prior knowledge	Why do people choose to live in a certain area? (volcanoes, Alps, Ripon, rainforests?) Where are there lots of people? Where are there less people? Why?	What has caused the population to decrease in the past? How is the global population changing?	Why do people choose to live in a certain area? (volcanoes, Alps, Ripon, rainforests?) How is the global population changing?	What do we know about climate change from Science? What are fossil fuels/renewable energy? How is the Amazon changing?	How are humans affecting the environment? What impact does this have on wildlife?	What data did we collect last week about the impact of population on the environment.
Taught Vocabulary	Population, densely populated, sparsely populated, population density, population distribution	Cartogram, birth rate, death rate, natural increase or decrease, population, densely populated, sparsely populated, population density, population distribution	Involuntary, migration, migrants, pull factors, push factors, refugee, voluntary	Region, climate, climate change, fossil fuels, greenhouse gases, deforestation	Impact, quantitative, qualitative, air pollution, noise pollution, Likert scale	Digital technologies, conclusions, improvements
Contextual / Outdoor		Falling birthrate has caused HT school to reduce in size.	There are several refugees at Holy Trinity from the Middle East.		Fieldwork lesson	Cross curricular writing lesson
NC	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)'. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time'. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America'. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water'. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.'					